



Dyslexia Community of Practice Session 6: The International Dyslexia Association Revised Definition of Dyslexia Part 2

Sharon Vaughn & Elizabeth Stevens

February 23, 2026

mimtsstac.org



Presenters:

The content for this training day was developed based on the work of:



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Training Effectiveness

- At the end of the session, you will be asked to provide feedback on today's training
- Results will be used to make improvements to professional learning and for reporting to TA Center stakeholders
- One of the feedback questions you will see is related to promoting and positively portraying diversity among educators and learners (e.g., focus on asset-based language, positive representation of multiple identities)

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Group Agreements

We are **Responsible**

- Return on time from breaks
- Take care of our needs

We are Engaged

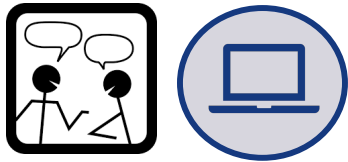
- Share what you know and ask questions
- Plan to participate in multiple ways
 - Chat, breakout rooms, polls, reactions, unmute
 - Ask questions

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We want to hear from you!

We are committed to making this time engaging and meaningful to support your learning as a teacher and coach. When you see these icons, please join in the conversation via the chat or in your breakout sessions.



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MiMTSS Dyslexia CoP Session Schedule

Date	Time	Topic
September 9, 2025	2:00-3:30pm ET	The Neurobiological Underpinnings of Dyslexia
October 7, 2025	10:00-11:30am ET	Misunderstandings of the Science of Reading
November 4, 2025	3:00-4:30pm ET	Structured Literacy
December 3, 2025	11:00am-12:30pm ET	Multisyllabic Word Instruction
January 23, 2026	2:00-3:30pm ET	Revised IDA Definition of Dyslexia Part 1
→ February 23, 2026	10:00-11:30am ET	Revised IDA Definition of Dyslexia Part 2
March 26, 2026	3:00-4:30pm ET	Reading comprehension practices for students with dyslexia
April 23, 2026	11:00am-12:30pm ET	TBD

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Agenda

10:00-10:10 Welcome and check-in on Session 6 

10:10-10:50 Content presentation

10:50-11:20 Discuss FAQs from Part 1

11:20-11:30 Wrap up

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As a refresher, here are the aspects of the definition that we unpacked in Session 5:

Dyslexia is a specific learning disability

characterized by difficulties in word reading and/or spelling

that involves accuracy, speed, or both

and vary depending on the orthography.

These difficulties occur along a continuum of severity

and persist even with instruction that is effective for the individual's peers/

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In the chat: Share one "big takeaway" you learned from session 5 (Part 1 on understanding the revised IDA definition of dyslexia).



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Consensus Definition

Core Features: deficits in word reading accuracy and/or efficiency, and spelling and decoding. Often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction.

Etiology: Neurobiological in origin. Often results from deficits in the phonological component of language.

Secondary Consequences: Problems in reading comprehension and reduced reading experience that impede the growth in vocabulary and background knowledge.

(IDA, 2002; Lyon et al., 2003)

Rose Definition

Core Features: affects skills involved in accurate and fluent word reading and spelling.

Difficulties in phonological awareness, verbal memory, and verbal processing speed.

Dyslexia as a continuum: Dyslexia exists on a continuum of severity and there are no clear-cut-off points to form distinct categories. Response to instruction and intervention can help indicate level of severity and persistence.

Relationship to Intelligence: Occurs across a range of intellectual abilities.

Co-occurring Difficulties: Language, motor coordination, mental calculation, concentration, and personal organization.

(Rose, 2009)

Delphi Definition

Core Features: word reading and spelling.

Continuum: Dyslexia exists on a continuum of severity.

Common but not Universal Deficits: Difficulty in phonological processing (phonological awareness, phonological processing speed, or phonological memory).

Etiology/ Developmental Progression: The nature and developmental trajectory of dyslexia depends on multiple genetic and environmental influences.

Secondary Consequences: Dyslexia can affect the acquisition of other skills (e.g., reading comprehension, or learning another language).

Co-occurring Difficulties: Frequently co-occurs with other developmental difficulties (e.g., ADHD and development coordination disorder).

(Carroll et al., 2025)

Revised IDA Definition

Core Features: difficulties in word reading and/or spelling that involve accuracy, speed or both. Persist even with instruction.

Dyslexia as a Continuum: Dyslexia occurs on a continuum of severity.

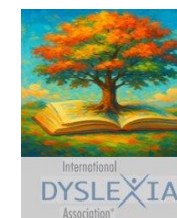
Risk Factors: Difficulty in phonological processing and early language skills.

Etiology/ Developmental Progression: Combination of genetic, neurobiological and environmental.

Secondary Consequences: Reading comprehension, reduced reading and written expression that can impede growth in language, knowledge, written expression and overall academic achievement. Psychological well-being, employment opportunities.

(IDA, 2025)

Now let's return to the IDA 2025 definition of dyslexia...



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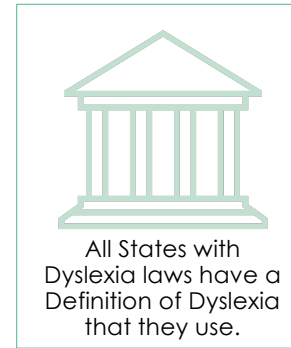
IDA Definition of Dyslexia 2025

“Dyslexia is a specific learning disability characterized by difficulties in word reading and/or spelling that involve accuracy, speed, or both and vary depending on the orthography. These difficulties occur along a continuum of severity and persist even with instruction that is effective for the individual’s peers. The causes of dyslexia are complex and involve combinations of genetic, neurobiological, and environmental influences that interact throughout development. Underlying difficulties with phonological and morphological processing are common but not universal, and early oral language weaknesses often foreshadow literacy challenges. Secondary consequences include reading comprehension problems and reduced reading and writing experience that can impede growth in language, knowledge, written expression, and overall academic achievement. Psychological well-being and employment opportunities also may be affected. Although identification and targeted instruction are important at any age, language and literacy support before and during the early years of education is particularly effective.”

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Dyslexia definition: Part 2



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Michigan definition of dyslexia:



Identify essential features of the Michigan definition in the chat.

Michigan Dyslexia Handbook (Version 1.1)
February 2025 www.michigan.gov/mde

“Dyslexia” means both of the following:

- (i) A specific learning disorder that is neurobiological in origin and characterized by difficulties with accurate or fluent word recognition and by poor spelling and decoding abilities that typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction.
- (ii) A specific learning disorder that may include secondary consequences, such as problems in reading comprehension and a reduced reading experience that can impede the growth of vocabulary and lead to social, emotional, and behavioral difficulties.

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Previous Aspects of Definition of Dyslexia



Attributes of Dyslexia

What are the key attributes of individuals with dyslexia?



Etiology of Dyslexia





What do we know about the etiology of dyslexia?

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Previous Aspects of Definition of Dyslexia



-  Problem persistence
-  Not resulting from inadequate/inappropriate instruction
-  Document inadequate response to effective interventions
-  Use an MTSS framework

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Let's see what we know!


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MI Dyslexia IDA definition part 2 Session 6

Visual settings Edit

When poll is active respond at PollEv.com/elizabethste773





1. How many states use the IDA definition of dyslexia? Loading...  0

MI Dyslexia IDA definition part 2 Session 6

Visual settings Edit

When poll is active respond at PollEv.com/elizabethste773



2. Students with dyslexia and students with disabilities... Loading...  0

Words to consider in the IDA Definition:

"Dyslexia is a **specific learning disability** characterized by difficulties in word reading and/or spelling that involve accuracy, speed, or both and vary depending on the orthography. These difficulties occur along a continuum of severity and persist even with instruction that is effective for the individual's peers.

Write in the chat:

Why do you think **specific learning disability** is used to identify students with dyslexia?



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A screenshot of a mobile application interface for a PollEv poll. The title is "MI Dyslexia IDA definition part 2 Session 6". The poll question is "3. Is dyslexia a protected disability in the workplace?". There are two response options: "Yes" and "No". A QR code is visible in the top right corner, and the poll URL is "PollEv.com/elizabethste773". The interface is blue and white.

Is dyslexia a protected disability in the workplace?

Americans with Disabilities Act (ADA)



Protected against discrimination in the workplace



Protects applicants

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A screenshot of a mobile application interface for a PollEv poll. The title is "MI Dyslexia IDA definition part 2 Session 6". The poll question is "4. Is dyslexia a protected disability in education?". There are two response options: "Yes" and "No". A QR code is visible in the top right corner, and the poll URL is "PollEv.com/elizabethste773". The interface is blue and white.

Is dyslexia a protected disability in the workplace?



Individuals with Disabilities Education Act (IDEA)

- Free and appropriate public education B-21
- Least restrictive environment
- Reasonable accommodations
- IEP and specialized instruction (special education)

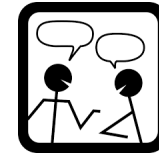
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Words to consider in the definition:

*"Dyslexia is a specific learning disability characterized by difficulties in word reading and/or spelling that involve accuracy, speed, or both and vary depending on the orthography. These difficulties occur along **a continuum of severity** and **persist even with instruction that is effective for the individual's peers.**"*

Consider the students with whom you work. How do their word reading and/or spelling difficulties present as part of this continuum?



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When poll is active respond at PollEv.com/elizabethste773



5. Can we identify dyslexia as early as kindergarten and 1st grade?

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Yes

No



< MI Dyslexia IDA definition part 2 Session 6

Visual settings

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When poll is active respond at PollEv.com/elizabethste773



6. Can we screen and identify students with dyslexia AFTER 2nd grade?

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Yes

No

Dyslexia is a lifelong condition that persists

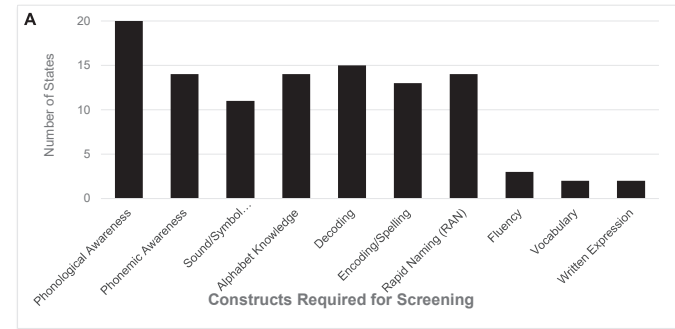
We **can** identify dyslexia as early as K and 1

Early identification is an important part of prevention

We **can** screen and identify students for dyslexia AFTER 2nd grade

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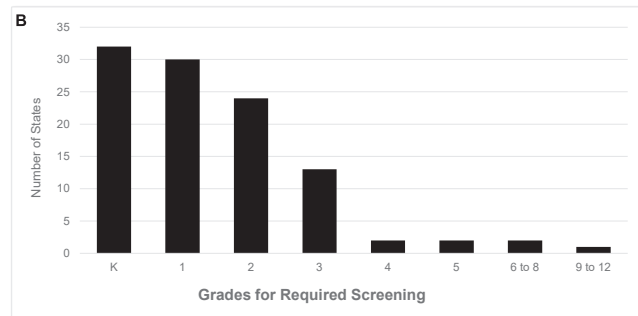
Constructs required for screening



(Odegard et al., 2026)

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Grades required for screening



(Odegard et al., 2026)

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What happens after Grades 2 or 3?



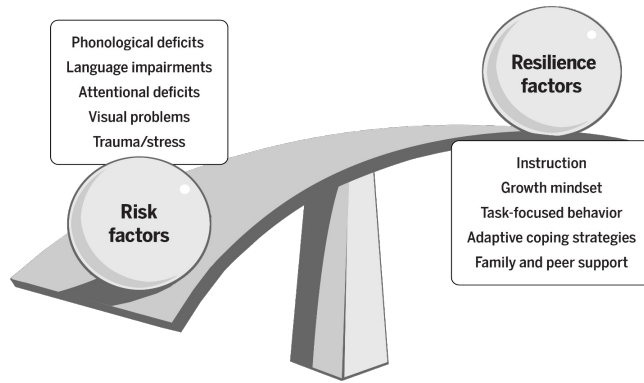
Prevention or remediation



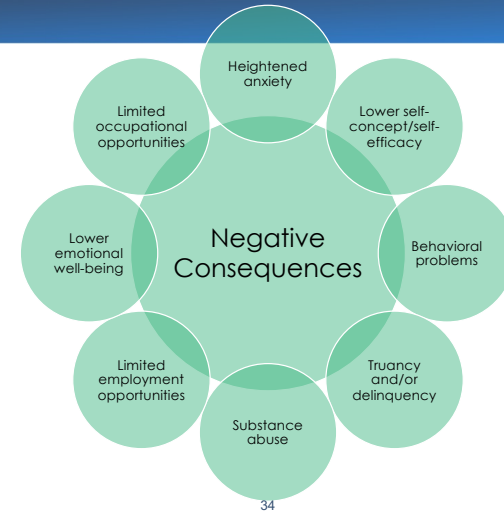
The role of response to intervention in screening and identification of dyslexia

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Cumulative Risk and Resilience Model



(Catts & Petscher, 2022 Updated)



(Arnold et al., 2005; Daniel et al., 2006; Grigorenko et al., 2006; Jorden & Dyer, 2017; McArthur et al., 2020; Morgan et al., 2012)



MI Dyslexia IDA definition part 2 Session 6

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When poll is active respond at [PollEv.com/elizabethste773](https://poll-ev.com/elizabethste773)

7. Many students with dyslexia demonstrate comorbidity. What is the most common co-morbid condition?

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- Math difficulties
- Behavior difficulties
- Writing difficulties

Rates of comorbidity between RD, MD, and WD in the Colorado Learning Disabilities Research Twin Study

TABLE 10.1. Rates of Comorbidity between RD, MD, and WD in the Colorado Learning Disabilities Research Center Twin Study

Selected SLD	Total N	LD in selected domain only N (%)	Rates of comorbidity with other SLDs			Comorbidity with both other SLDs N (%)
			Comorbid RD only N (%)	Comorbid MD only N (%)	Comorbid WD only N (%)	
RD	62	21 (34%)	N/A	8 (13%)	23 (23%)	19 (31%)
MD	62	26 (42%)	8 (13%)	N/A	9 (15%)	19 (31%)
WD	65	23 (36%)	14 (22%)	9 (14%)	N/A	19 (29%)

Note. RD = reading disorder, MD = math disorder, WD = disorder of written expression.

(Wilcutt, 2026)



Many individuals with RD also meet the criteria for at least one additional emotional or behavioral disorder

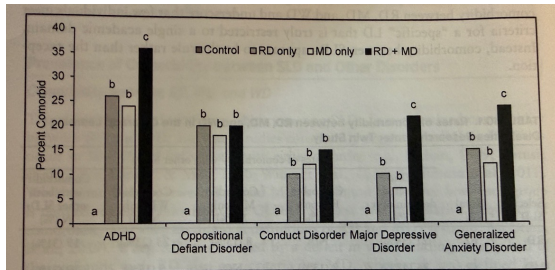


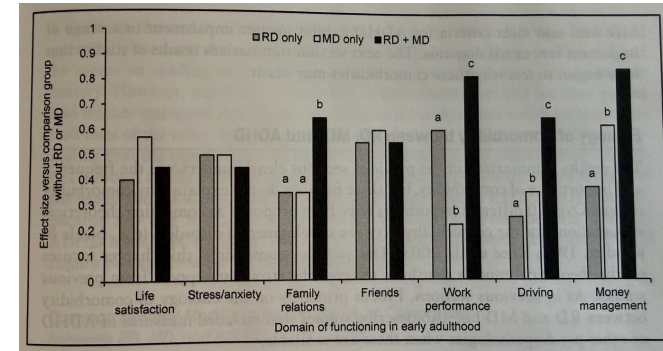
FIGURE 10.1. Rates of comorbid psychopathology in groups with and without RD and MD in the CLDRC twin sample. Bars with different letters indicate a significant difference between groups ($p < .05$).

(Wilcutt, 2026)

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The association between dyslexia and a range of development outcomes in early adulthood



(Wilcutt, 2026)

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Are there dyslexia-specific instructional methods?

Customized instructional methods for students with dyslexia

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Instruction



Code-based emphasis



Vocabulary and background knowledge to build meaning

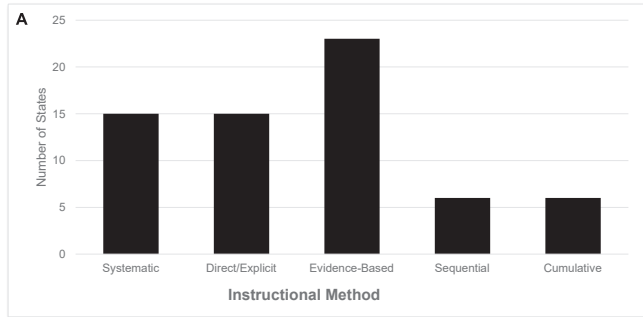


Systematic, structured, sequential, integrated

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Instructional Methods Specified in Dyslexia Laws

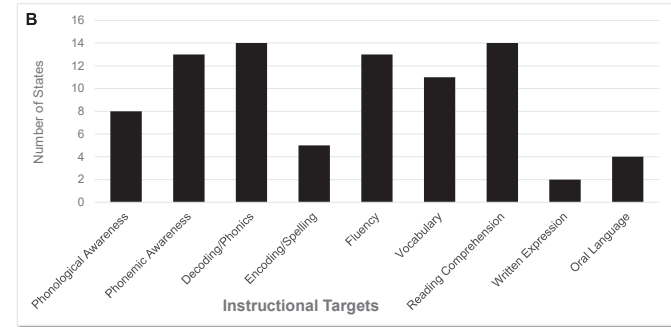


Odegard, Farris, Middleton, Rimrod-Frierson, & Washington (2026)

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Instructional Targets Specified in Dyslexia Laws



Odegard, Farris, Middleton, Rimrod-Frierson, & Washington (2026)

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FAQs from January (Part 1)



Do you need a certain qualification to assess for dyslexia? Why do schools send parents elsewhere for a diagnosis and some schools don't address dyslexia interventions?

Is it not diagnosed by schools in MI?

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FAQs from January (Part 1)



We discussed a lot about what it will mean if a student has a diagnosis of dyslexia, will it be an automatic qualifier for special education services and if so, what does that look like in terms of special education services?

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FAQs from January (Part 1)



If a student is diagnosed with a learning disability and qualifies for SPED, should they receive different instruction/ intervention than that of a student with dyslexia or is the instruction the same?

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FAQs from January (Part 1)



What if they have 99-100% accuracy but are consistently reading at a slower rate. Should this be of concern or are some people just slower readers?

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FAQs from January (Part 1)



In my district we have many English Language Learners who fit this definition. How do we decipher?

Knowing that a student can have dyslexia in one language and not another, why does our new law require screening in a student's native language? I worry that this could make it an "English language issue" and not dyslexia, even if it could be dyslexia in English.

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FAQs from January (Part 1)



How do we support a student when they are showing success with phonological awareness, phonics, nonsense words, letter sound/rec, etc. but still struggle with comprehension?

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More Resources to Explore

Resource 1: Response to Intervention: Preventing and Remediating Academic Difficulties (Fletcher & Vaughn, 2009)

Resource 2: Redefining Learning Disabilities as Inadequate Response to Instruction: The Promise and Potential Problems (Vaughn & Fuchs, 2003)

Resource 3: Risk factors and characteristics of dyslexia across the life span (Infographic) Center for Dyslexia (MTSU)

Resource 4: IDA Dyslexia Handbook: What Every Family Should Know

<https://dyslexiaida.org/ida-dyslexia-handbook/>

Resource 5: Dyslexia in the Classroom: What Every Teacher Needs to Know

<https://dyslexiaida.org/dyslexia-in-the-classroom/>

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Stay Connected to the MiMTSS TA Center

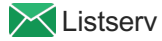


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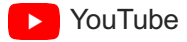
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